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AUTHOR	Gallagher, James J.
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ABSTRACT

This paper summarizes the thoughts and suggestions of the 28 scholars and research persons convened to consider the problems in beginning the plans for a National Institute of Education as presented in President Nixon's White House Message in March 1970, and proposed in subsequent legislation to the Congress. (The summary is based on notes of Dr. David Krathwohl and Dr. Launor Carter who were group leaders; conference members met both as a whole and in small group sessions.) Major headings under which ideas are presented are 1) the need for a National Institute of Education (NIE) of the type proposed--to conduct and support research, encourage innovation, and disseminate significant findings throughout the nation; 2) considerations regarding the missions of the Institute; 3) need for planning the Institute; 4) the implementation of NIE; 5) NIE program emphasis and functions; 6) NIE internal organization; 7) additional issues. It is concluded that the discussions raised more questions than they answered, but that the overall tone was hopeful that, given the needed resources of personnel, facilities, and hard cash, the Institute could become a key component in the educational research efforts of the seventies. Included are a list of conference participants and both bills proposing establishment of the Institute--91st Congress, 2nd Session, S. 3797 and H.R. 16262. [Not available in hardcopy due to marginal legibility of original document.] (JS)

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SUMMARY

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CONFERENCE ON ISSUES RELATING TO A NATIONAL INSTITUTE OF EDUCATION

U.S. OFFICE OF EDUCATION

March 31-April 1, 1970

SP004274

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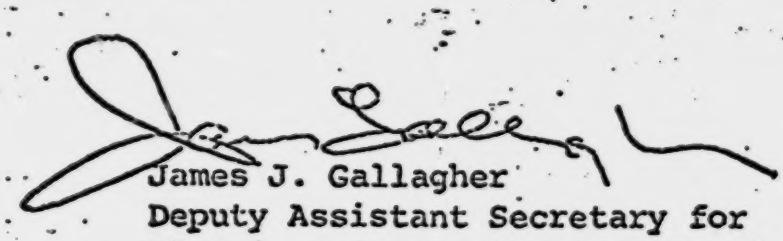
May 4, 1970

PREFACE

On March 31, 1970, an outstanding group of scholars and research persons (see list at end of paper) were convened to consider the multitude of problems in beginning the plans for a National Institute of Education as presented in President Nixon's White House Message in March, 1970, and proposed in subsequent legislation to the Congress. The conference members met both as a committee of the whole and in small group sessions and the ideas presented here stem in large measure from the careful notes of Dr. David Krathwohl and Dr. Launor Carter who performed as small group leaders. The ideas presented here are not to be considered consensus of the total group nor is any individual member of the conference to be held responsible for any particular statement. They are instead initial thoughts and suggestions presented in what the conference members were well aware was a beginning step in a long-planning process. The final responsibility for the material included here rest with the undersigned.



James J. Gallagher
Deputy Assistant Secretary for
Planning, Research and Evaluation

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One of the major discussion points of the meeting was the need for such an organizational entity, as a National Institute of Education.

IS THERE A NEED FOR A NATIONAL INSTITUTE OF EDUCATION?

The following points were made in favor of developing a National Institute:

1. There is a crisis of confidence in the present administration of educational research and development on the part of the Bureau of the Budget, the President's Office, and some Members of Congress. There is no strong and active constituency for educational research and development to argue for such support. Clearly, something is needed beyond what we now have to support research and development in education.
2. A National Institute will make it possible to develop a much more visible and impressive case for educational research and development. The National Institute of Education would give it greater national visibility. By being directly responsible to the Secretary of Health, Education and Welfare through the Assistant Secretary for Education, it will be placed high enough in the Administration so that it can get the ears of Congress and the Presidential advisors. This is very difficult for a Bureau within the Office of Education to do.
3. As a new, separate Institute beginning work, it will be free of bureaucratic restrictions. It can work through the problems of autonomy and accountability afresh. It can develop new relationships with researchers in the field which have often been strained

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by the OE pattern of administration, so that some good researchers have avoided OE and sought resources from the National Institutes of Health or National Science Foundation in terms of kinds of projects they would approve.

4. It will bring new talent to work in educational research and development. In particular, it is anticipated that an improved quality of administrative staff will be possible. This has certainly been possible at NIH, NIMH, and NSF. We presume that it would also be true of the National Institute of Education. In addition, with the provision for in-house research, it should be possible to bring additional people from base disciplines to work on the problems of education, thus infusing new talent and new points of view into the educational research and development program. As a new organization, it should be able to request enough supergrade positions to permit it to attract competent help. The U.S. Office of Education has never had the number of supergrades for administering a budget its size as other comparable agencies, and it seems they will be impossible to obtain in USOE. The Bill is so written that the staff is not subject to usual Civil Service barriers so that some hurdles to recruiting top quality staff present in OE are waived for the National Institute of Education. In particular, it was noted that if funding can be begun soon, because of the cutback in NSF, NIMH, and NIH funds, there are a number of researchers who could contribute to and would be attracted by the problems of education. A ready manpower pool exists because of this unusual situation.

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5. In sense, the National Institute of Education gives educational research a new start with Congress, with the public, and with the consumer. The National Institute of Education has the support of the BOB and the President's Office, two very important constituencies which could help give educational research and development a lease on a new life.

CONSIDERATIONS REGARDING THE MISSIONS OF THE INSTITUTE

It was one group's strong opinion that the major mission of the Institute during its first years should be to undertake and sponsor research and advanced development dealing with those problems that have been characterized as the pathologies of education in the central city. The group did not attempt to spell out in detail the nature of the pathologies, but it did consider that they should be broadly conceived, dealing less with narrowly defined academic educational subjects than with broad questions such as the development of motivation in disadvantaged children and their parents, the dropout problem, character education, the drug problem, and the broad questions of developing useful and satisfied citizens from the children who are brought up in the disadvantaged communities. While emphasizing the priority of these pathologies, the group did feel that a reasonable effort should be directed toward other problems. The problems in both black and white rural communities should be considered. Similarly, while it was felt that the initial emphasis should be on the first years of life, it was recognized that the Institute should also be concerned with problems of higher education and continuing education.

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As we consider the prime missions of the Institute, it became clear that much of the Institute's program should be of a directed nature; that is to say, the Institute's staff should take the responsibility of defining the various problem areas in which the Institute would expend its resources. The staff should take responsibility for ensuring that research and development is undertaken in areas that are defined as priority areas by the director and his advisors. While general research proposals and unsolicited proposals should be given some support, this support should be distinctly secondary to the fundamental thrust of the Institute toward its major missions.

Related to the two previous points is the belief that the major mechanism of research and development will need to be extramural. While the Institute may find it profitable to undertake some intramural research and development, it was the group's general opinion that effective work on the practical problems of the community requires that research teams be in intimate contact with students, teachers, and school administrators on the firing line. It was generally felt that this could be done better by research groups outside of the Institute itself. Serious consideration would have to be given to the question of what organizations were properly constituted to undertake research and development under the Institute's auspices. The individual professor, and his few associates, may not be properly situated to undertake intensive investigations and comprehensive developments dealing with the large problems with which the Institute must be concerned. Certainly, there will be some appropriate university groups; by and large, however, organizations outside the university setting will have to be developed and used if a sufficiently large and continuous effort is to be made in solving the problems with which the Institute must deal.

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NEED FOR PLANNING THE INSTITUTE

A number of the members of the conference had expressed the clear concern that this planning effort for the National Institute of Education should profit from the past unhappy experiences with other new programs. A specific example, mentioned a number of times, was the rapid development and installation of the regional educational laboratories which suffered from a number of serious problems. The development of the National Institute concept would seem to have three major advantages over the laboratory initiation.

1. There is time for sequential planning and to think carefully about goals and objectives of the program. It will be possible to design the Institute in such a way that it develops through a carefully considered rationale rather than a day-by-day accumulation of decisions.

2. There is a need to identify the major educational problems to be attacked and to establish some of these as major objectives for the program. The point was well made that what we have called, "problems" have often merely been the irritating symptoms. Our failure to distinguish peripheral symptoms from central problems has caused us to strike out in a number of inappropriate directions.

3. The necessity for rapid action carried another consequence with it. There was a dependency upon the already existing kinds of programs with little emphasis upon the creative or

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high-risk oriented programs that require time, patience, and frustration tolerance to build to some maturity. The clear indication here would be that the group wished very much to have the Institute to be a supporter of risk-oriented programs or projects that might fail, but at the same time might also provide us with an exciting new leap into the future.

Some of the further general points made during the conference was that one of the important reasons for a major planning effort is that what happens to the National Institute of Education in the next year or so will likely fix a decade of activity. Decisions that are often made in haste and without careful consideration sometimes reach a level of sanctity through tradition and habit. An example of an early decision that could have great consequences in the future lies in the term of the director and the kind of appointment he would have. This would determine whether he is going to be tied closely with whatever Administration is currently in power or not.

HOW SHOULD NIE BE STARTED?

It was suggested that the National Institute of Education be begun by appointing an Advisory Council, something like the council proposed in the Bill. It was felt, however, that this council, at least initially, should have important policy-making responsibilities during the development period. Like the AEC Commission or the Federal Reserve Board, they should serve half or full time as policy-makers and advisers to the director. It should be composed of persons who would see this as the

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opportunity to create a grand design for the development of educational research which would have important implications for the future of education. These individuals should be broadly selected from among the most competent and wisest who can be brought to the task, for the council must have credibility with a variety of audiences and these audiences must be borne in mind when the council members are chosen. It was emphasized that they should look at education viewed broadly, responding to educators and their needs, considering education very broadly not just as it applies to schools, but as it applies to the problems of the transmission of knowledge, skills, attitudes; in fact, the general process of acculturation and socialization. They will be concerned with education as a lifetime process rather than merely with the traditional school years. The council's task initially should be problem finding and formulating, rather than solution generating.

NIE PROGRAM EMPHASIS AND FUNCTIONS

The matter of program was discussed at some considerable length. One discussion point was that the programs should go beyond research into the study of the delivery system by which means research makes a difference in the field and changes education. It should include research on how findings are disseminated, their diffusion into schools, and research on the adoption process. Frequently, it is desirable to have the original researchers a part of the team during the development and field testing process.

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It was suggested that the Bill, on page 2, lines 10-12, be rewritten to read, "research, development, dissemination, and application" in order to show that the intent was that research should be carried to the point where it does make a difference in the schools.

It is obvious from the above the the National Institute of Education's program will include a heavy proportion of applied research, but it will also include a significant proportion of "basic" research. It was noted that basic research can be carried on under the umbrella of applied research and this is probably the best way of protecting it. Since development costs are at least ten times those of research, a careful balance will need to be kept between demonstration and research projects by limiting the initiation of development projects to those for which there are sufficient funds to carry them to fruition without harming the research function. Similarly, a balance between targeted and non-targeted research must be maintained. A figure of 50-60 percent of funds for targeted research was suggested. Of the research funds, 5-10 percent should be set aside as speculation funds for "non-relevant" but interesting projects, seed money for leads that may not have a large likelihood of pay off but which would be important contributions if they succeeded.

Another dimension of program was the extent to which research carried on would be done intramurally as opposed to planning, monitoring, and sponsoring extramural research. It was suggested that the balance between intramural research and extramural research, which has been found appropriate in NASA and NIH, might be useful guides. NASA, at the height of its program, had about 5 percent of its work done intramurally; NIH carries on 10-15 percent of its work in-house. In terms of extramural research, it was noted

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that associations, unions, and city school systems have a potential capability for research and have a potential for bringing about change that is lacking in universities and the places where research is usually carried on.

A third dimension which was discussed was the content of the program itself. It was noted that the prologue of the Bill dealt with the problems of inequality in education. It was suggested that the program of the Institute might very well be built around the themes of inequality and quality of education. Thus, the National Institute of Education would attempt to correct the inequalities in education that exist, and would attempt to raise the general quality of education that is offered. Taking each of these as major themes, one could then examine what could be done with respect to inequalities, breaking the problem into the various inequalities that exist: inequalities of opportunity, inequalities in background created by the class structure, inequalities in materials and resources for teaching, inequalities in teacher training, inequalities in financial support, etc. Looking at the general problems of quality, the program might be concerned with improving quality by learning how children learn and how teachers teach; one might be concerned with improving the quality of curriculum materials, with using modern technology, with whether community control raises quality, etc.

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An additional theme suggested was the inclusion of the implications of developmental theory for education. It was suggested that here the emphasis would not so much be on esoteric theory building as on trying to determine the implications of theory in practical settings, such as a day care center, determining preconditions for learning, etc.

Some other specific points are noted:

Planning Must Be One of the Institute's Major Functions

Since the Federal Government plays such an important role in the funding of research and development in education, it was the group's belief that the Institute and staff should spend a considerable portion of its resources in planning. The planning function needs to be considered broadly to include questions ranging from the overall training of the country's manpower, to the financing of education at its several levels, to consideration of the kinds of research and development that need to be done, to a definition of the major problems of education. It was felt that unless coherent plans are developed, there is a distinct danger that the research and development activities of the Institute will not fulfill the overall needs of the education community, but may fall instead into a series of uncoordinated individual projects.

A "Think Tank" Should Be a Major Part of the Institute

The group discussed at some length the importance of the development of integrative education theory and of broad theoretical points of view with respect to education and the development of the individual. It was

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felt that in the past there had been little opportunity for those engaged in education and child development to have sufficient time and freedom from other duties to integrate the knowledge gained from years of research and development or practical experience in an educational setting. Examples such as The RAND Corporation and the Center for Advanced Study in the Behavioral Sciences were cited as notable examples that have led to important developments in their respective fields. It was believed there is a serious need for a similar research setting for education. It was proposed that a unit of the Institute be set aside as a "think tank" where as many as 50 scholars might be in residence at any one time. These scholars would not have any administrative or research duties within the Institute, rather, they would devote their period of tenure to developing theory, writing books, and interacting on an informal basis with those in the Washington area concerned with educational policy. If the general idea receives approval, a special group should be formed to consider the problems of organizing such a "think tank" and detailing the conditions that would make it an important contributor to education theory and technology.

Dissemination and Diffusion Should Be Important Functions of the Institute

The group discussed the current way in which educational knowledge is transmitted, not only among educational scholars, but to those concerned with the actual conduct of education--school principals, teachers, curriculum planners, etc. While the ERIC system was thought to perform an important function, it was believed that ERIC should be

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expanded to include all of the published and unpublished literature in the field of education. At the same time, the group recognized that this literature was primarily of benefit to scholars and left unfulfilled the larger problem of diffusing information about successful educational developments to the practical user. The group felt that a very important function of the Institute should be both the study of ways in which technology can be diffused throughout the educational community and the active undertaking of such diffusion.

The Institute Should Support the Training of Scholars But Should Not Itself Do the Training

Some have suggested that the Institute might become a center for training researchers and for developing new methodologies for educational research. It was one group's opinion that this would not be an appropriate mission for the Institute. It was believed that the training of research scholars and the development of new methodology would better be left in their traditional setting in the universities. It was, of course, recognized that the Institute had a responsibility for sponsoring and encouraging such training and methodological development in the university setting, but it was believed that the direct intramural undertaking of such activities might well deflect a significant part of the Institute's energies away from its primary mission.

The Institute in the Federal Education and Manpower Setting

If the results of the Institute's work are to achieve their maximum effectiveness, they will need to have a focus for interaction at the Federal level. No doubt local agencies could implement the individual research and development projects without Federal involvement, but at

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the same time the establishment of major new programs in education will undoubtedly need Federal support and Federal instigation. One group felt that the whole area of education, manpower, training, and human resources generally needs to be considered together by a body close to the President. During the discussion, it was pointed out that four major functional advisory groups are needed at the level of the President. In the area of defense, the National Security Council fills this need; in economics and business, the Council of Economic Advisors fills the need; for ecology and the environment, the recently appointed Environmental Council fills the need. There is not yet, however, a mechanism for integrative and broad policy formulation activities relative to human resources. This formulation fits well with the group's concern that significant new theoretical formulations and developments in education be brought to the top policy-making level, where their implications for national programs will receive proper consideration.

NIE INTERNAL ORGANIZATION

The presumed internal organization of the Institute was that of a series of Institutes such as NIH has, each of which would be problem centered. This has the advantage of making visible the problems being attacked and of permitting the development of constituency around each of the Institutes. It was noted, however, that the general trend in research organizations favors the development of task forces which permit the interdisciplinary assembling of individuals to attack particular problems. Such task forces usually are drawn from departments

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organized around the traditional disciplines. It seems easier to recruit competent individuals to a traditional structure since academicians tend to be discipline-oriented. They can be broken out of the traditional structure with task forces.

Additional organizational suggestions were as follows:

1. The director should be chosen on a professional rather than political basis.. The President might select the director from three or four names offered him by the council. This should be an appointment of stated duration.
   a. Immediately appoint a critical mass of highly qualified major staff associates, 10-15 in number.
   b. Establish attractive and comfortable facilities within the metropolitan area close to decision-makers.
2. The pattern of peer evaluation of projects which has worked well in other similar organizations should be established.
3. From the beginning, adopt a pattern of multi-year or advanced funding for the National Institute of Education in order to develop the kinds of relations with the field that are necessary to coordinated and consistent program building.

ADDITIONAL ISSUES AND COMMENTS

1. The Institute should have some "show case" projects as early as possible if it is to close the gap between practitioners and researchers and develop the constituency and support necessary to its development. But the program must be a balanced one, since too much emphasis on a "fire house" start would be equally harmful.

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2. We should be careful not to create impossible expectations of the National Institute of Education which would result in a new setback for educational research and development. The National Institute of Education must be begun, however, with realistic goals and expectations.

3. The National Institute of Education might get too involved in operating the innovations it develops. There was concern that the development process be carried into the field and into application, but not into operating programs. It was felt that the operational portion would overwhelm the research and development portion, and would distort priorities and divert funds from the main mission. It was suggested that from the beginning the National Institute of Education adopt a pattern of multi-year or advanced funding in order to develop the kinds of relations with the field that are necessary to coordinated and consistent program building and to provide for better planning in the development and use of research staff.

4. Another issue raised was, "Can the National Institute of Education be organized in such a way as to protect the creative maverick?" There was a recognition that large organizations have a tendency to suppress individual creativity. The National Institute of Education is looked on favorably because it possesses the potential of establishing different rules and regulations designed to enhance, rather than suppress, individual initiative.

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5. "Can it focus on major problems?" "Is there enough now known in critical areas to justify focusing on particular problems?" One of the criteria for identifying a problem worthy of attack should be not only its societal importance but whether we have enough background knowledge to mount a developmental and dissemination effort.

6. A final issue was; "To what extent should the National Institute be responsive to educators, schools, and the educational establishment, and to what extent should it consider education in the broader spectrum, both in total age range and in terms of total range of experiences of the individual, outside of the 'institutional' nature of education?" There was some smypathy for the broader view of education beyond the usual institutional definition.

These discussions about the National Institute of Education raised many more questions than they answered, as might be expected. Still, the overall tone was hopeful that, given the needed resources of personnel, facilities and hard cash, the National Institute could become a key component in the educational research efforts of the Seventies.

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NATIONAL INSTITUTE OF EDUCATION

Participants

CONFEREES

Stephen K. Bailey
Chairman, Policy Institute
Syracuse University Research Corporation
723 University Avenue
Syracuse, New York 13210

Max Beberman
Professor of Education
University of Illinois
1210 West Springfield
Urbana, Illinois 61801

Henry Brickell
Director of Studies
Institute for Educational Development
52 Vanderbilt Avenue
New York, New York 10017

Jerome Bruner
Center for Cognitive Studies
Harvard University
Cambridge, Massachusetts 02138

Bettye Caldwell
Center for Early Development and
Education
University of Arkansas
Little Rock, Arkansas 72204

Launor Carter
Senior Vice President
Systems Development Corporation
Santa Monica, California 95006

Joseph B. Casagrande
Professor of Anthopology
University of Illinois
137B Daventort Hall
Urbana, Illinois 61801

Jeanne S. Chall
Harvard Graduate School of Education
Harvard University
Larsen Hall, Room 202
Cambridge, Massachusetts 02138

Frances S. Chase
Consultant to Research and
Development Organizations
211 West 17th Street
Austin, Texas 78701

Edward E. David, Jr.
Executive Director
Research, Bell Telephone Laborator
Murray Hill, New Jersey 07974

Edmund Gordon
Department of Guidance
Columbia University
Teachers College
New York, New York 10027

J. McVicker Hunt
Professor of Psychology
Psychological Development Laborato
University of Illinois
909 West Nevada Street
Urbana, Illinois 61801

David R. Krathwohl
Dean, School of Education
Syracuse University
200A Slocum Hall
Syracuse, New York 13210

Roger Levian
Head, Systems Sciences Department
Rand Corporation
1700 Main Street
Santa Monica, California 90406

Gardner Linzey
Vice President, Academic Affairs
Professor of Psychology
University of Texas
Main Building, 110
Austin, Texas 78712

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CONFEREES

Donald W. MacKinnon
University of California
2240 Piedmont Avenue
Berkeley, California 94720

Sterling McMurrin
Dean, Graduate School
University of Utah
Salt Lake City, Utah 84112

Robert Q. Marston
Director, National Institute
of Health
9000 Rockville Pike
Bethesda, Maryland 20014

G. Robert Stange
Chairman of English
Tufts University
Madford, Massachusetts 02155

Melvin M. Tumin
Professor of Sociology and Anthropology
Princeton University
Green Hall
Princeton, New Jersey 08540

Stephen J. Wright
College Entrance Examination Board
475 Riverside Avenue
New York, New York 10025

Frank Westheimer
Professor of Chemistry
Harvard University
Cambridge, Massachusetts 02138

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OFFICE OF EDUCATION

James E. Allen, Jr.
Assistant Secretary and
U.S. Commissioner of Education
Office of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

James J. Gallagher
Deputy Assistant Secretary for
Planning, Research and Evaluation
Office of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

Michael Marge
Acting Associate Deputy Assistant
Secretary for Planning, Research
and Evaluation
Office of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

Edwin M. Sullivan
Special Assistant (Administration)
Office of the Deputy Assistant Secretary
for Planning, Research and Evaluation
Office of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

Howard F. Hjelm
Acting Associate Commissioner
National Center for Educational
Research and Development
Office of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

Michael T. O'Keefe
Acting Director for Education Planning
Office of the Assistant Secretary for
Planning and Evaluation
Department of Health, Education and
Welfare
Washington, D.C. 20201

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91st CONGRESS
2d SESSION

S. 3791

IN THE SENATE OF THE UNITED STATES

MAY 5, 1970

Mr. JAVITS introduced the following bill; which was read twice and referred to the Committee on Labor and Public Welfare

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A BILL

To consolidate and improve certain programs for higher education, and for other purposes.

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That this Act may be cited as the "Improvement of Education Programs Act".

TITLE I—CONSOLIDATION OF SPECIAL HIGHER EDUCATION PROGRAMS

CONSOLIDATION OF TITLES VIII, IX, AND XI OF THE HIGHER EDUCATION ACT OF 1965, TITLE VI OF THE NATIONAL DEFENSE EDUCATION ACT OF 1958, AND THE INTERNATIONAL EDUCATION ACT

SEC. 101. Title VIII of the Higher Education Act of 1965 is amended to read as follows:.

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purview of this title, whether or not included in a project for which a grant is made under this title."

REPEALS AND TRANSITIONAL PROVISIONS FOR CONSOLIDATION

SEC. 102. (a) There is hereby authorized to be appropriated to the Office of Education $_____ for the period ending June 30, 1971, for planning and other preparatory activities of the Commissioner for the consolidated program enacted by section 101 of this Act.

(b) Effective July 1, 1971—

(1) titles IX and XI of the Higher Education Act of 1965;

(2) title VI of the National Defense Education Act of 1958; and

(3) the International Education Act

are repealed.

TITLE II—NATIONAL INSTITUTE OF ELEMENTARY, SECONDARY, AND HIGHER EDUCATION

FINDINGS

SEC. 201. (a) The Congress hereby declares it to be the policy of the United States to provide equality of educational opportunity to all persons regardless of race, color, religion, sex, national origin, or social class. Although the American education system has pursued this objective, inequalities of opportunity remain pronounced. To achieve equality will re-

quire far more dependable knowledge about the processes of learning and education than now exists or can be expected from present research and experimentation in this field. In higher education rapidly increasing costs and enrollments contribute to the difficulty in achieving the objective of equal educational opportunity. While the direction of the education system remains primarily the responsibility of State and local governments, the Federal Government has a clear responsibility to provide leadership in the conduct and support of scientific inquiry into the educational process.

(b) It is the purpose of this title to establish a National Institute of Elementary, Secondary, and Higher Education in order to conduct and support research, encourage innovation, and disseminate significant findings with respect to such research and innovation throughout the Nation.

ESTABLISHMENT

SEC. 202. (a) There is hereby established in the Office of Education of the Department of Health, Education, and Welfare an Institute to be known as the National Institute of Elementary, Secondary, and Higher Education (hereinafter referred to as the "Institute").

(b) The Institute shall be headed by a Director appointed by the Secretary of Health, Education, and Welfare who shall be compensated at the maximum rate prescribed for GS-18 of the General Schedule under section 5332 of title

5, United States Code, and shall be in addition to the number of positions for such grade authorized by section 5108 (a) of that title.

FUNCTIONS

SEC. 203. (a) In order to carry out the purposes of this title, the Commissioner, through the Institute, is authorized to—

(1) conduct educational research; collect, analyze, and disseminate the findings of such research; train individuals in educational research; enter into contracts, grants, or jointly financed cooperative arrangements with public or private organizations, institutions, agencies, or individuals, to encourage such research, collections, dissemination, or training (including the furnishing of technical assistance for such purposes), promote the coordination of such research and other education research supported by the Federal Government, and construct or provide by contract for the construction or leasing of such facilities as he determines may be required;

(2) make grants for the special programs and projects authorized by section 306 of the Elementary and Secondary Education Act of 1965; and

(3) (A) enter into or make contracts, grants, or

other arrangements with institutions of higher education or State agencies having higher education responsibilities to pay not to exceed 75 per centum of the cost of programs designed to develop innovative and improved methods of (i) providing higher education opportunities to greater numbers of students at reasonable costs, (ii) improving the quality of such education, and (iii) providing better instruction and institutional management, and (B) disseminate to institutions of higher education and other appropriate institutions and agencies information developed under clause (A) of this paragraph.

(b) In carrying out its functions under paragraph (3) of subsection (a) of this section, the Institute may pay in excess of 75 per centum in the case of any such institution or agency the Institute determines is not otherwise financially able to carry out such program.

(c) At least 25 per centum of the funds appropriated pursuant to section 206(b) for the purposes set forth in paragraph (3) of subsection (a) of this section shall be used for contracts or grants with institutions of higher education which do not award a bachelor's degree or more advanced degree.

NATIONAL ADVISORY COUNCIL ON ELEMENTARY, SECONDARY, AND HIGHER EDUCATION RESEARCH AND INNOVATION

SEC. 204. (a) The President shall appoint a National Advisory Council on Elementary, Secondary, and Higher Education Research and Innovation which shall—

(1) review and advise the Commissioner and the Director of the Institute on the status of educational research and innovation programs in the United States, and make such recommendations as it may deem appropriate for strengthening such research, improving methods of collecting and disseminating the findings of such research, including strengthening programs for innovative methods of increasing higher education opportunities, instruction, and management;

(2) advise the Commissioner and the Director of the Institute with respect to the administration of this title;

(3) conduct such studies as may be necessary to fulfill its functions under this section; and

(4) prepare an annual report to the Commissioner on the current status and needs of elementary, secondary, and higher education research and innovation programs in the United States, which shall be transmitted through the Secretary to the President.

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(b) The Council shall be appointed by the President and shall consist of fifteen members appointed from among persons who by reason of their experience or training are particularly suited to serve on the Advisory Council for terms of three years; except that (1) any member appointed to fill a vacancy occurring prior to the expiration of the term for which his predecessor was appointed shall be appointed for the remainder of such term, and (2) the terms of office of the members first taking office shall begin on the date of enactment of this Act, and shall expire as designated at the time of appointment by the President, five at the end of three years, five at the end of two years, and five at the end of the first year. One of such members shall be designated by the President as Chairman.

ADMINISTRATIVE PROVISIONS

SEC. 205. (a) In order to carry out the purposes of this title, the Commissioner is authorized to—

(1) utilize the services and facilities of any agency of the Federal Government and of any other public or nonprofit private agency or institution, in accordance with agreements between the Commissioner and the head thereof, on a reimbursable basis or otherwise;

(2) accept gifts to the Institute and to apply them to carry out the functions of the Institute under this title; and

(3) accept voluntary and uncompensated services, notwithstanding the provisions of section 3679 (b) of the Revised Statutes (31 U.S.C. 665 (b)).

(b) Funds available pursuant to this title shall be available for transfer to any other Federal department or agency for use (in accordance with an interagency agreement) by such agency (alone or in combination with funds of that agency) for purposes for which such transferred funds could be otherwise expended by the Commissioner under this title. Whenever consistent with Federal law, the Commissioner is authorized to accept and expend funds of any other Federal agency for use under this title.

APPROPRIATIONS AUTHORIZED

SEC. 206. (a) There are authorized to be appropriated for the fiscal year ending June 30, 1971, and for each of the three succeeding fiscal years such sums, as may be necessary for carrying out the provisions of section 203 (a) (1) of this Act.

(b) There are authorized to be appropriated not to exceed $30,000,000 for the fiscal year ending June 30, 1971, and such sums as may be necessary for each of the three succeeding fiscal years for carrying out the provisions of section 203 (a) (3) of this Act.

(c) Sums authorized pursuant to this section shall remain available until expended.

DEFINITION OF EDUCATIONAL RESEARCH

SEC. 207. As used in this title, "educational research" includes research, planning, surveys, evaluations, investigations, experiments, developments, and demonstrations in the field of education.

SPECIAL PROJECTS AMENDMENT

SEC. 208. Section 303 of the Elementary and Secondary Education Act of 1965 is amended by adding at the end thereof the following new subsection:

"(c) The Commissioner shall carry out his functions under this section through the National Institute of Elementary, Secondary, and Higher Education.".

91st CONGRESS
2D SESSION

H. R. 18282

IN THE HOUSE OF REPRESENTATIVES

MARCH 3, 1970

Mr. BRADEMAS (for himself and Mr. REID of New York) introduced the following bill; which was referred to the Committee on Education and Labor

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A BILL

To establish a National Institute of Education, and for other purposes.

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That this Act may be cited as the "National Institute of Education Act".

FINDINGS AND DECLARATION OF POLICY

SEC. 2. The Congress hereby declares it to be the policy of the United States to provide equality of educational opportunity to all persons regardless of race, color, religion, sex, national origin, or social class. Although the American educational system has pursued this objective, it has not attained it. Inequalities of opportunity remain pronounced. To achieve

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equality will require far more dependable knowledge about the processes of learning and education than now exists or can be expected from present research and experimentation in this field. While the direction of the education system remains primarily the responsibility of State and local governments, the Federal Government has a clear responsibility to provide leadership in the conduct and support of scientific inquiry into the educational process. The purpose of this Act is to establish a National Institute of Education to conduct and support educational research, and disseminate educational research findings throughout the Nation.

ESTABLISHMENT OF NATIONAL INSTITUTE OF EDUCATION

SEC. 3. (a) There is established in the Department of Health, Education, and Welfare a National Institute of Education (hereinafter referred to as the "Institute"). The Institute shall be headed by a Director who shall be appointed by the President, with the advice and consent of the Senate. The Director shall perform such duties as are prescribed by the Secretary of Health, Education, and Welfare (hereinafter referred to as the "Secretary").

(b) Section 5316 of title 5, United States Code, relating to positions in level V of the Executive Schedule, is amended by adding the following paragraph at the end thereof:

"(130) Director, National Institute of Education, Department of Health, Education, and Welfare."

FUNCTIONS OF THE INSTITUTE

SEC. 4. The Secretary, through the Institute, shall conduct educational research; collect and disseminate the findings of educational research; train individuals in educational research; assist and foster such research, collection, dissemination, or training through grants, or technical assistance to, or jointly financed cooperative arrangements with, public or private organizations, institutions, agencies, or individuals; promote the coordination of such research and research support within the Federal Government; and may construct or provide (by grant or otherwise) for such facilities as he determines may be required to accomplish such purposes. As used in this Act, the term "educational research" includes research, planning, surveys, evaluations, investigations, experiments, developments, and demonstrations in the field of education.

EMPLOYMENT OF PERSONNEL

SEC. 5. The Secretary may appoint and compensate without regard to the provisions of title 5, United States Code, governing appointments in the competitive service and chapter 51 and subchapter III of chapter 53 of such title, relating to classification and general schedule rates, such technical and professional personnel as he deems necessary to accomplish the functions of the Institute.

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NATIONAL ADVISORY COUNCIL ON EDUCATIONAL RESEARCH

SEC. 3. (a) The President shall appoint a National Advisory Council on Educational Research which shall—

(1) review and advise the Secretary and the Director on the state of educational research in the United States, and present to the Secretary such recommendations as it may deem appropriate for the strengthening of such research and the improvement of methods of collecting and disseminating the findings of educational research;

(2) advise the Secretary and the Director of the Institute on matters of general policy arising in the administration of this Act;

(3) conduct such studies as may be necessary to fulfill its functions under this section; and

(4) prepare an annual report to the Secretary on the current status and needs of educational research in the United States, which the Secretary shall transmit to the President with such recommendations as he may make.

(b) The Council shall be appointed by the President without regard to the civil service laws and shall consist of fifteen members appointed for terms of three years, except that (1) any member appointed to fill a vacancy occurring

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prior to the expiration of the term for which his predecessor was appointed shall be appointed for the remainder of such term, and (2) the terms of office of the members first taking office shall begin on the date of enactment of this Act, and shall expire as designated at the time of appointment, five at the end of three years, five at the end of two years, and five at the end of the first year. One of such members shall be designated by the President as Chairman. Members of the Council who are not regular full-time employees of the United States shall, while serving on the business of the Council, be entitled to receive compensation at rates to be determined by the Secretary, but not exceeding the per diem equivalent for GS-18 for each day so engaged, including traveltime and, while so serving away from their homes or regular places of business, may be allowed travel expenses, including per diem in lieu of subsistence, as authorized by section 5703 of title 5, United States Code, for persons in the Government service employed intermittently.

(c) The Secretary shall provide to the Council such professional, clerical, and other assistance as may be required to carry out its functions.

(d) The Council is authorized, without regard to the provisions of title 5, United States Code, governing appointments in the competitive service, and without regard to the provisions of chapter 51 and subchapter III of chapter 53

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of such title nothing in chapter 2 of title 5, United States Code, may be construed to apply to any of its functions. The Council is further authorized to obtain services in accordance with the provisions of section 3109 of title 5, United States Code, and it may enter into contracts for the conduct of studies and other activities necessary to the discharge of its duties.

GENERAL PROVISIONS

SEC. 7. (a) In administering the provisions of this Act, the Secretary is authorized to utilize the services and facilities of any agency of the Federal Government and of any other public or nonprofit private agency or institution, in accordance with agreements between the Secretary and the head thereof, on a reimbursable basis or otherwise.

(b) Payments under this Act to any individual or to any organization, institution, or agency may be made in installments, and in advance or by way of reimbursement, with necessary adjustments on account of overpayments or underpayments.

(c) The Secretary is authorized to accept gifts to the Institute and to apply them to carry out its functions under this Act, and is similarly authorized to accept voluntary and uncompensated services, notwithstanding the provisions of section 3679 (b) of the Revised Statutes (31 U.S.C. 665 (b)).

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(a) Funds available under this Act shall be available for transfer to any other Federal department or agency (including constituent agencies of the Department of Health, Education, and Welfare) for use (in accordance with an interagency agreement) by such agency (alone or in combination with funds of that agency) for purposes for which such transferred funds could be otherwise expended by the Secretary under this Act, and the Secretary is likewise authorized to accept and expend funds of any other Federal agency for use under this Act.

(c) All laborers and mechanics employed by contractors or subcontractors on all construction projects assisted under this Act shall be paid wages at rates not less than those prevailing on similar construction in the locality as determined by the Secretary of Labor in accordance with the Davis-Bacon Act, as amended (40 U.S.C. 276a--276a-5). The Secretary of Labor shall have with respect to the labor standards specified in this section the authority and functions set forth in Reorganization Plan Numbered 14 of 1950 (15 F.R. 3176; 5 U.S.C. 133z-15) and section 2 of the Act of June 13, 1934, as amended (40 U.S.C. 276c).

APPROPRIATIONS AUTHORIZED

SEC. 9. There are authorized to be appropriated for the fiscal year ending June 30, 1972, and for each fiscal year thereafter, such sums as may be necessary to carry out this Act, which shall remain available until expended.

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